**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 3-6**  **The Envision Lesson: Problem Solving: Two-question problems** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Students may add when they are suppose to subtract or etc. Students may feel overwhelmed with all the information from the word problems. |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Review problem solving skills by going over “clue words” (join, in all, how many are left, difference, etc.)  Give sample story problems on document camera as a class. Ask questions such as “How did to know to add or subtract, “What clue word did you find, etc.) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Because there is no new vocabulary, review: number sentence, add, subtract, clue words. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Materials Needed: Counters for each student.  Teacher will provide story problems on document camera. As the teacher reads each problem the students will use the counters to show the problem solving process. Example: 4 bees are buzzing around a flower. 3 bees fly away. How many are there now? (Students start with 4 counters and take 3 away to show they have 1 left)  Teacher points out that the problem has more information and they need to know what they already have which is 1.  Teacher continues the story problem: 5 bees come back to the flower. How many bees are there now?  Students show the step with their counters.  Repeat with other problems as time allows.  Pass out page 91 and do the samples with the students using their counters and recording their answers. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Using the document camera, go over the read and understand sample together. Have students complete guided practice questions in partners. Choose a pairs to come up and show the steps and how they got their answers. Ask questions such as “Why did you add?” “How did you get that answer?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Students will complete pages 93 and 94 independently. Teacher will walk around and help students if needed.  Teacher will correct pages and give extra help if needed.  If students do not finish, they will finish during silent reading time. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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